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ABSTRACT

This publication is part of a series of monographs on the art of teaching. Each volume, focusing on a specific discipline, explores theory in the context of teaching strategies connected to evaluation of both teachers' and students' learning. Three techniques are offered for use of the guide: dialogues (as self-evaluation and in study groups), shop talk (review of current professional literature), and teacher-to-teacher field notes (tips and experiences from practicing educators). This volume, containing five chapters, focuses on strategies to build a collaborative classroom community. Chapter 1 discusses the definition of community, and compares teacher centered versus learner centered education. Chapter 2 outlines how knowing students as individuals contributes to creating a sense of community in the classroom, along with other key elements: use of rites, ceremonies, and celebrations, and using discipline as a means to develop self-control, character, orderliness, and efficiency rather than simply submissiveness to authority. Chapter 3 examines how the physical environment contributes to the sense of community, including arranging areas for specific activities such as science, arts, group meetings, and building a classroom library. Chapter 4 looks at the teacher's role and the students' role, using classroom inquiry as a way to organize the curriculum, theme cycles, and learning skills. Chapter 5 discusses extending the community beyond the school through kids helping kids programs, parental involvement both informally and through structured programs, and community resources. A list of professional associations and publications is included. (Contains 58 references.) (ND)

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